

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Ms. Cheryl Stickler

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Haines Elementary School

(As it should appear in the official records)

School Mailing Address 604 Haines Hwy PO Box 1289

(If address is P.O. Box, also include street address.)

City Haines State AK Zip Code+4 (9 digits total) 99827-1289

County Haines Borough State School Code Number* _____

Telephone 907-766-6700 Fax 907-766-6791

Web site/URL http://www.hbsd.net E-mail cstickler@hbsd.net

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Mr. Michael Byer E-mail: mbyer@hbsd.net

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Haines Borough School District Tel. 907-766-6725

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Ms. Anne Marie Palmieri

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 2 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 3 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 8 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	9	8	17
1	10	10	20
2	11	17	28
3	9	5	14
4	9	6	15
5	10	12	22
6	11	11	22
7	7	5	12
8	13	9	22
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	89	83	172

5. Racial/ethnic composition of the school: 15 % American Indian or Alaska Native
 1 % Asian
 0 % Black or African American
 2 % Hispanic or Latino
 1 % Native Hawaiian or Other Pacific Islander
 80 % White
 0 % Two or more races
 100 % Total

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 13%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	11
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	11
(3) Total of all transferred students [sum of rows (1) and (2)]	22
(4) Total number of students in the school as of October 1	172
(5) Total transferred students in row (3) divided by total students in row (4)	0.128
(6) Amount in row (5) multiplied by 100	13

7. English Language Learners (ELL) in the school: 0 %
 0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 51 %
 Total number students who qualify: 83

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 15 %
25 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

4 Autism	0 Orthopedic Impairment
0 Deafness	2 Other Health Impaired
0 Deaf-Blindness	8 Specific Learning Disability
0 Emotional Disturbance	9 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
1 Mental Retardation	0 Visual Impairment Including Blindness
0 Multiple Disabilities	1 Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	3
Classroom teachers	10
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	7
Paraprofessionals	7
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 16:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	91%	90%	87%	87%	87%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No X

If yes, select the year in which your school received the award.

PART III – SUMMARY

At the upper reaches of the Lynn Canal in Southeast Alaska a community of learners greets each morning and enters through a doorway above which is engraved, “I gu.aa yax k’wan.” (Be strong. Have courage.) Because we in the Haines Borough Elementary School understand that what we believe, what we want, and what we know determine what we do, we focus on analyzing which practices will lead to the success of every child. By analyzing the assessment data student-by-student, we focus on what students learn, how they learn, and when learning occurs. The HBSD Response to Intervention (RtI) structure, which is discussed later in this report, is founded on Best Practices requiring we continually know what, how, and when students are mastering skills. In short, we focus on the child.

The Haines Borough School District mission is to “graduate life-long learners with the confidence, skills, and knowledge to realize their aspirations and contribute to a changing world.” Our students are premier examples of 21st Century Learners – students who think critically to collaborate, connect and communicate. Our teachers embed the essential skills into daily lessons that bring a focus on the 4 Cs of the 21st Century Learner. The high student achievement levels being attained by students in our Haines Elementary School that includes grades K-8, provide the evidence that we are reaching the goals of our mission.

Haines Elementary School was honored as a Title I National Distinguished School in 2012. Our team comprised of an elementary teacher, a middle school teacher, the reading specialist, the principal, and the superintendent attended the Title I National Conference in Nashville. During the conference, our team presented “Facing Our True North: I Gu.aa Yax X’Wan” describing how our students attained and sustained outstanding achievement levels. The presentation focused on the HBSD leadership structure, academic intervention strategies, and “blended learning” practices that integrate technology into our daily practice.

Through community involvement, district leadership, passionate teachers, and student desire, our school is achieving and maintaining standards of excellence! Over the course of the 2011-2013 academic years, Haines Elementary students demonstrate the ability to achieve excellence:

- Over 90% of our students are advanced/proficient in reading and writing;
- Nearly 85% of our students are advanced/proficient in mathematics;
- 100% of our 3rd grade students are proficient in reading!

The achievement gap between students with IEPs and general education students is shrinking dramatically. Over the course of the last 2 years, our students with IEPs have improved:

- Reading scores by nearly 28%;
- Writing scores over 30%; and,
- Math scores nearly 32%.

The strength in these numbers rests on the fact that these scores have not merely been achieved, but have been maintained within a diverse population. Haines teachers serve a student population that is 25% Alaska Native, and approximately 54% of our students come from homes that qualify as low income.

Our students benefit from a variety of Best Practices that are evolving through the Response to Intervention (RtI) protocols. We provide extended time; we deliver lessons that encourage 100% engagement; we provide differentiated scheduling to provide instruction at students’ instructional levels (regardless of grade levels). Additionally, the HBSD Positive Behavior and Intervention Supports (PBIS) structure implemented since 2011 provides behavioral supports and direct instruction of schoolwide expectations and has recouped days of instructional time due to significantly fewer office discipline referrals.

Our student strength reflects community excellence. Haines is home to the Best Small Public Library in America (2005), is listed as one of Outside Magazine’s Top Ten Places to Live, and is considered the Adventure Capital of Alaska. Our elementary school is a Title I National Distinguished School; our high

school has been nominated as a National Blue Ribbon School; our elementary principal is a National Distinguished Principal (2013). Our community achieves these accolades in the face of a declining population, significant percentage of families living at or near the poverty level, and the decline of revenues at the federal, state, and local levels. Our community achieves success primarily because we support enrichment activities and celebrate our diversity through the arts, technology, and recreational activities. Embracing our diversity fosters 100% engagement and showcases the magnitude of local talent.

At the northern reach of Lynn Canal in the Southeast Alaska Panhandle, a community nestles within the Chilkat Valley. Cathedral peaks surge skyward in grand gesture as children's voices rise in the air. Haines Borough Elementary students finish school for the day and make their way to myriads of activities in a community that upholds high expectations for student success.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a) Believing that every child can and will achieve at high standards, we look to the Alaska Standards-Based Assessments for this summative information. Reading and writing scores are steadily remaining within or near the 90th percentile in the school-wide results for students scoring advanced or proficient. When we examine the rates of increase among our students with IEPs, the rates of those achieving advanced or proficient scores are astounding! The 2011-2013 academic years reveal growth of 14.3 percentage points in reading. This translates into a 24.7% increase. Writing scores rose from 55.9% advanced/proficiency to 64.7% - a gain of 8.8 percentage points indicating a 15.74% increase. Math scores were equally demonstrative of the effectiveness of educational programs. Scores rose 19.6 percentage points translating into a percentage increase of 37.2%! The data charts below demonstrate that our students continue to grow and achieve. The achievement gap between general education and special education students is shrinking rapidly and rates of HBSD students scoring advanced/proficient remains significantly higher than statewide percentages.

% of HBSD Elementary Students Scoring Advanced/Proficient on AK SBA

All HBSD Students	State	HBSD Students w/ Disabilities		State
Reading 2009	88.5%	79.5%	72.7%	42.8%
Reading 2010	91.5%	81.9%	57.9%	45.9%
Reading 2011	92.3%	78.4%	70.8%	41.1%
Reading 2012	92%	80.1%	73.9%	44%
Reading 2013	94.2%	78.3%	72.2%	40.6%
Writing 2009	82%	75.9%	50%	40.1%
Writing 2010	88.2%	74.1%	57.9%	37.1%
Writing 2011	90.5%	74.2%	70.8%	37.4%
Writing 2012	87.9%	74.2%	73.9%	38.2%
Writing 2013	87.1%	73.8%	64.7%	37%
Math 2009	76.2%	68.6%	45.4%	32.9%
Math 2010	85.6%	71.1%	52.7%	35.2%
Math 2011	84.6%	68.7%	62.5%	32.6%
Math 2012	83.9%	68.6%	69.5%	32.2%

Percent of Change: HBSD Elementary Students with IEPs

Percentage of Adv./Prof. (From 2011-2013)	% of Increase
Reading 2010-2013	From 57.9% to 72.2% +24.7%
Writing 2010-2013	From 55.9% to 64.7% +15.74%
Math 2010-2013	From 52.7% to 72.3% +37.2%

b) HBSD researched intervention programs to improve learning and literacy. We found Fast ForWord, a computer-based program backed by over 30 years of brain research. ARRA funding made it possible to purchase this program 3 years ago. FFW accelerates learning by developing cognitive skills, memory, attention, processing, and sequencing. The results of using FFW in the Haines Borough Elementary School prove that it is effective for all learners regardless of ability level. After participating in FFW, the average reading gain for 93 students that were assessed 2010-2011 was 1 year, 9 months in an average time of 53 days. Before participating in FFW, the 93 students were on average at the 29th percentile in the nation for reading. After completing one or more FFW programs, those students scored at the 56th percentile. This reflects a percentile gain of 27 points.

The performance trends reflected in the test data demonstrate that the Response to Intervention (RtI) structure is highly effective. The RtI framework includes clear definitions for placement of students in Tiers 1, 2, or 3. It is important to note that the tiers are general education specific. A foundational component of

RtI is the Child Study Team (CST) which meets twice each month to address specific learning needs of students who are operating below or above grade level norms. Behavioral support needs are met through the Positive Behavior and Intervention Supports (PBIS) framework.

Steps in the RtI/PBIS process are:

- 1) Initial referral - the teacher brings the completed pre-referral form to the CST that outlines student strengths, areas of concern, classroom performance levels, and universal strategies applied to correct the problem. Data sources include universal screening tools such as: SWIS (office referrals, minor violations), MAP scores, DRA scores, AIMS Web, SBA, Fast ForWord indicators, PowerSchool grades and attendance, as well as hearing and vision check results.
- 2) An action plan is created that includes: a hypothesis, goals, progress monitoring tools, determination of intervention, action items, and timeline for review.
- 3) After the intervention has been in place and followed with fidelity for 4-6 weeks, the team reviews updated data and makes a decision on further action.
- 4) If the intervention is effective, the team suggests strategies to decrease the amount of scaffolding. If the problem persists, the student is placed in the next tier. A referral for special education is made only after Tier 3 interventions have been followed with fidelity and the data shows little or no improvement.

Academic growth among students receiving special education supports is significant and due to establishment of an inclusion model. With the belief that every child deserves an opportunity to be exposed to the "good stuff" in education, special needs are met within the general education setting to the greatest extent possible. This requires adequate paraprofessional support and relatively low caseloads for our SpEd teachers. We have been able to accommodate this model because our SpEd teachers also teach general education classes. This serves two primary purposes: 1) "normalizes" the teachers' work among the students; and, 2) allows for greater latitude in providing an array of course offerings to promote 100% student engagement. The results are resoundingly clear that this approach is sound practice. All students are making academic gains. All students are more closely meeting behavioral expectations. Our learning community is vibrant.

2. Using Assessment Results:

Haines Elementary School teachers believe multiple assessments including formative and summative: Alaska Standards Based Assessment (SBA); Measure of Academic Progress (MAP); AIMS (progress monitoring); and, curriculum-based assessments (CBAs). The data is collected and analyzed at key points throughout school year. In-service and common planning time is dedicated to review and analyze assessment data at the beginning, middle, and end of the academic year.

- SBA – Summative Assessment data is reviewed each Spring when the test results are reported to districts. The principal cites the criterion-referenced data in classroom profiles and delivers the information to teachers before school is released for the summer. This allows teacher teams to discuss and plan specific curricular strategies that will address overall and individual learning needs of their incoming students.
- MAP – Formative Assessment data is reviewed several times during the school year. The nationally normed test is administered in the fall, winter, and spring of each year. The 2013-2014 MAP information completes a full year of data that will allow deeper analysis for trends. Initial data indicates positive growth in key areas in reading, language usage, and mathematics. Students who are new-to-the-district are assessed soon after enrollment to measure areas of strength and need. Teacher teams examine the data at the classroom and individual levels during bi-weekly Child Study Team meetings.
- AIMS Web – Progress monitoring data delivers “dip-stick-ed” information for students on individualized education plans and students receiving Tier 2 intervention supports. The information is utilized to establish learning goals, as well as monitoring progress.

- CBA – Curriculum-Based Assessments are one of the measures Haines Elementary School teachers use to gauge levels of student progress. Teachers share work samples during the monthly common planning periods and discuss next steps in lesson design. The principal and intervention specialists monitor current grades of students receiving Tier 2 and Tier 3 supports on at least a weekly basis. Data is used to track intervention effectiveness and measure time frames for moving into the next RtI tier level or being exited from intervention supports.

Teachers enable parents to understand the progression of academic growth for their children with:

- Training sessions on K-3 reading and writing continua;
- Explanation of assessments such as AIMS Web, MAP, and Fast Forward during parent conferences;
- Monitoring of grades, progress, and teacher/parent communication through PowerSchool (web-based school information system);
- Open House orientation and parent training on data collection and use;
- Regular communication with teachers (face-to-face before and after school, e-mails, telephone, newsletters); and,
- Continuous individual parent conferences with all related support staff (sharing results of Child Study Team action).

Community members are updated on student achievement levels annually via the HBSD Report Card to the Public. Initiative to share our success stories with the public is necessary to honor the students' and teachers' commitments to reaching high expectations. Sharing our successes with our legislators is necessary to bring light to the fact that Alaska public schools are effective and deserve full funding.

3. Sharing Lessons Learned:

Haines Elementary School was honored as a Title I National Distinguished School in 2012. Our team comprised of an elementary teacher, a middle school teacher, the reading specialist, the principal, and the superintendent attended the Title I National Conference in Nashville. During the conference, our team presented "Facing Our True North: I Gu.aa Yax X'Wan" describing how our students attained and sustained outstanding achievement levels. The presentation focused on the HBSD leadership structure, academic intervention strategies, and "blended learning" practices that integrate technology into our daily practice.

Our Positive Behavior and Intervention Supports (PBIS) leaders presented at a national school counselors conference to share how PBIS when applied with fidelity increases student learning. Students gained 7.5 school days during the 2012-2013 school year (compared with the 2011-2012 year) due to a significant decrease in office discipline referrals. Additionally, the HBSD PBIS leadership collaborates with local mental health agencies to promote positive decision-making at school, in the home, and in the community. The close collaboration with local and state mental health agencies is notable on a national level. Additionally, our HBSD guidance counselor has presented at multiple state conferences to share information about the journey we have undertaken during PBIS implementation.

As a National Distinguished Principal (2013), the elementary principal shared successful strategies we have employed in attaining high levels of academic achievement at state and national conferences. Systemic RtI and PBIS strategies were discussed. State and national networking strengthens our practice benefitting student learning. Key points included stressing the belief that every child can achieve at high levels and how our vocation as educators is truly a calling to serve children, families, and communities.

4. Engaging Families and Community:

In response to a goal stated in the HBSD Strategic Plan to "establish an effective school advisory council that provides support and input to the school board, students, teachers and administration and helps to build bridges between the school and community", the HBSD Elementary School Advisory Council (SAC) was formed. The SAC is comprised of parent representatives from grade level teams (K-2, 3-5, 6-8), the HBSD

Title I coordinator/reading specialist, a classroom teacher, and an administrator.

The purpose of the SAC is to “foster a successful educational experience achieved through a strong partnership between a student’s home and school environments. We stress the importance of team teaching through a healthy school and home connection. Key contributions from the SAC include:

- Review/revision of the school/parent compact;
- Improved school/home connections via specified classroom parents;
- Increased parent involvement in school wide decision-making; and,
- Improved formal and informal communication methods.
- Parents and community members regularly accept invitations to participate in our local school as evidenced by the following:
- Volunteer Support - Parents and community members log an average of 3,000 hours of volunteer time per year.
- Parenting and teacher education classes for 1-2-3 Magic, Love and Logic (in collaboration with Lynn Canal Counseling Services)
- Readers’ Theater coaching and performances
- Volunteers within the school day from community members and high school students as “Bigs” in the Big Brothers/Big Sisters program serving students-at-risk
- Parent and grandparent leadership for Kindergarten center time (Annual Mother’s Day quilting projects with grandparents)
- Collaborations – Community-based agencies committed to the natural sciences, historical culture, and healthy lifestyles bring educational opportunities into the classroom. Students are involved in and contribute to authentic community-based knowledge.
- Lynn Canal Counseling Services support individual clients within the school setting and referral assistance for families. The LCCS sponsor staff development and parent education that are aligned to meet school- and community-wide needs.
- Cultural activities (Sheldon Museum monthly educational programming, Klukwan Culture Day)
- Haines Fire Department and Haines Borough Police Department (annual Fire Prevention Week; substance use prevention task force)
- Haines Borough Public Library (awarded as the Best Small Library in America - 2005) provides year-round educational programs
- Takshanuk Watershed Council works with students and teachers for hands-on science projects (i.e. stream surveys, composting from school lunches and student vegetable gardening, forest studies, frost tube monitoring)
- American Bald Eagle Foundation for curriculum support as well as inclusion in the annual Bald Eagle Festival (including assemblies for live-bird presentations)
- Alaska Department of Fish & Game, and Northern Southeast Regional Aquaculture Association for salmon egg collection and consultation in rearing eggs in the classroom
- Exploratories for grades 6-8 are taught by community members with expertise in: arts (visual and dance); archery; career exploration; Native arts; quilting; gourmet cooking; martial arts; technology; film-making; photography.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

The Haines Borough School District has been in the throes of curriculum writing and revision for the past 7 years. Due to the size of our district, teacher leaders and administrators serve as “curriculum directors”. Teacher teams unpack the Alaska State Content Standards, national standards, and Common Core State Standards to vertically (K-12) and horizontally (specific grade level) align the curriculum. Mapping is fully discussed to investigate curricular gaps and redundancies.

Reading/English Language Arts curricula include recommended reading resources (Houghton Mifflin) and writing resources (Lucy Calkins’ Units of Study). Every teacher supplements the “adopted” resource with leveled reading materials to use in guided reading and CAFE models. Authentic literacy experiences include readers’ theater productions, author celebrations, and digital storytelling.

Mathematics curricula are supported with Growing With Math (McGraw-Hill) in grades K-5 and Glencoe in grades 6-8. The two resources are supplemented with educational technology applications such as MobyMax, MathWhizz, and ixl. These supplements meet individual learning needs of students operating below, at, and above grade level.

Science activities are largely place-based and integrate technology. They include authentic projects such as:

- Students in grade 6 participated in the Storm Drain Place-Based Learning Project in partnership with the Takshanuk Watershed Council to investigate and map the storm drains in Haines. Students collaboratively planned the project and shared data via a class Wiki. To communicate results, students created a PSA video in iMovie and an interactive, layered maps utilizing Google Maps and PowerPoint. Both the map and Wiki were shared on a local and state level for the Haines Borough and a salmon-rearing project. Other activities access local geographic formations and watersheds.
- The Salmon Buddies Collaboration with 4th and 5th graders in Michigan was initiated by Haines 1st graders. Students raised salmon fry from eggs and collected data to gauge and record pH levels, water temperatures, and rates of growth. Collaborations were conducted via Skype and salmon were released in the local Klehini River.
- HBSD students participate in the GLOBE (Global Learning and Observations to Benefit the Environment) program in which bud count data, ground freeze levels, and precipitation levels are collected and entered into a global database. Students graph multi-year results and make predictions by calculating trend lines.
- Social Studies units integrate educational technology with the use of Skype, Edmodo, International Blog Roll, Google Maps, Google Earth, and Flying Tours. Students connected with peers in Mexico via the AK to MEX Project. They followed and commented one another’s blog entries and shared cultural traditions, celebrations, and events.
- Visual and Performing Arts are provided to students in grades K-8 in the following manner:
 - General music instruction 2 times/week for students in grades K-4;
 - Instrumental and choral music instruction 5 times/week for students in grades 5-8;
 - Art instruction by a certified art instructor 3 times/week for students in grades K-5 (includes painting, drawing, ceramics, and analysis of the primary elements of art) ; and,
 - Art instruction by a certified art instructor 9 weeks/year for students in grades 6-8.

Physical/Health/Nutrition Education is provided to every student in grades K-5 a minimum of 3 times per week and 5 times per week for students in grades 6-8. The HBSD nutritionist team-teaches with the physical education teacher several times per year to integrate healthy food choice education with healthy lifestyle education. Additionally, the physical education teacher integrates phonemic awareness, literacy, and mathematics concepts regularly into her daily lessons. This practice successfully combines discrete skill instruction with kinesthetic activities to embed skill acquisition solidly into long-term memory.

Technology is available to each student with the implementation of laptop carts, iPad carts, and SmartBoards. Technology education is integrated into the regular school day for students in grades K-5 and is delivered as a separate class to students in grades 6-8. Technology is but a tool to help students communicate their learning in a manner complicit with the 21st Century Learner.

2. Reading/English:

Reading proficiency is a non-negotiable at all grade levels. The Haines Borough Strategic Plan articulates that 100% of 3rd graders will be proficient readers. In light of this attainable goal, HBSD prioritizes resource allocation to early intervention.

The HBSD RtI framework rests on the foundation of progress monitoring and formative assessment. An instructional focus on learning supersedes a focus on teaching. Conversations revolve around how students are demonstrating their levels of knowledge and understanding through multiple assessments. Primary level teachers (grades K-2) focus energy on direct instruction to strengthen phonemic awareness and conventions of print. Elementary teachers (grades 3-5) incorporate strategies that support “reading to learn” such as non-fiction reading integrated with other content areas, readers theater to develop fluency, and literature circles to increase student engagement. Middle school teachers (grades 6-8) deliver reading instruction that is integrated within other content areas. Differentiated scheduling provides time during the instructional day for intervention supports. Our reading specialist/Title I Coordinator works closely with teachers, students, and families to build and hone skills that will lead students to proficiency as readers, thinkers, and learners.

The line between the services a student with an IEP receives and a student needing supports on the Response to Intervention Pyramid is blurred. HBSD adopted a “push-in” (inclusion) model for meeting the needs of students with special needs in order to gain exposure to the “good stuff” in education. We have limited “pull-outs” except to offer programs with prescriptive strategies to build skills in reading such as: Fast ForWord, Reading Assistant, Reads Naturally, Career Ready and Key Train, Wilson Reading System, and Achieve 3000 (TeenBiz). The services are distinctly articulated, delivered and monitored, but the method - the art - of delivering those services has changed to model an inclusive setting to honor the “least restrictive environment” ideal. Interventions are examined in light of current levels of an individual’s achievement and according to the HBSD RtI framework. Implementation of flexible grouping provides variations within whole group, small group, and individualized instruction according to the child’s level of need. No longer do we have “my students/your students”. Now, we have “our students” throughout our conversations.

3. Mathematics:

HBSD Mathematics Philosophy: “The Haines Borough School District understands that mathematics is the study/discipline of relationships and patterns in number and space. Our students will develop foundational understandings of mathematics, and through multiple experiences will learn to value mathematics as a way of thinking and communicating. HBSD students will be empowered to move boldly into their futures as they apply mathematics in every-day life and in new situations.

HBSD students who are skillful and knowledgeable in mathematics are able to:

- communicate ideas and mathematical reasoning;
- display confidence in approaching complex and routine problems;
- demonstrate competence in routine mathematical calculations;
- value mathematics as meaningful and relevant to their lives;
- take risks;
- apply a variety of strategies to solve problems;
- apply learning to real-world situations.

The classroom that supports these skills and high levels of knowledge will provide:

- engaging activities;
- in-depth investigations;
- regular and consistent opportunities for skill practice;
- multiple and varied mathematical learning experiences within and across content areas to cement learning;
- opportunities for reflection and evaluation;
- opportunities for students to discover the relevance to, and value of mathematics in our world.

The HBSD mathematics philosophy stated above resulted from a multi-year curriculum realignment process. Our district-wide assessment scores signified a need for increased attention to math instruction. Our math scores lagged woefully behind our language arts scores and we were not making improvements. We embarked on a substantive K-12 curricular revision that has led to increased student achievement. Our curriculum is now aligned with state standards with specific attention given to the Common Core Content Standards. The adopted curricular resources include Growing With Math (McGraw-Hill) for grades K-5, and Glencoe for grades 6-12. Teachers use the resources as one set of materials necessary for mathematics instruction that reflects Best Practice. Additionally, a multi-grade team of teachers and the principal participated in the Alaska State Math Consortium Institute in 2010-2011. The subsequent improvement in math scores speaks to the quality of our collective focus.

When 8th grade students demonstrate advanced proficiency in math, they attend the high school algebra 1 class. During the 2012-2013 school year, 52% of our 8th graders qualify for acceleration in their math careers as demonstrated by SBA scores, MAP scores, and curriculum-based assessments. Students in grades 6-8 attend leveled math classes that provide instruction at their instructional levels. Students in grades K-5 are provided with small group and/or individualized instruction determined by analyzing multiple assessment scores. Our goal is to identify gaps in knowledge, provide appropriate instruction, and work to attain or surpass grade level expectations.

4. Additional Curriculum Area:

A cursory overview of our assessment scores reflects a need to focus on writing instruction. The HBSD School Board took a significant step toward this need by contracting with a Literacy Coordinator. The HBSD Literacy Coordinator was instrumental in establishing the Children's Reading Foundation of Haines and formalizing collaborations between HBSD, Haines HeadStart, and Chilkat Valley Preschool teachers. The duties of this consultant include the following:

- Coordinates K-5 literacy efforts with the Haines Borough School District, including but not limited to curriculum, assessments, pedagogy and professional development;
- Facilitates the development of curriculum aligned to both the Common Core State Standards and Alaska Content and Performance Standards;
- Facilitates the design of the response to instruction for the Haines Elementary School;
- Supports classroom teachers with reading and writing instruction;
- Conducts demonstration lessons;
- Collaborates in grade level data analysis meetings;
- Provides staff development;
- Assists with school-wide assessments (MAP, SBA, CBA);
- Team teaches with classroom teachers;
- Serves as a resource identifying instructional strategies and interventions;
- Coordinates and leads K-2 and 3-5 collaborative literacy instruction studies;
- Conducts on-going book study groups with the Units of Study (Lucy Calkins);
- Supplies teachers with record keeping ideas/formats for informal and formal assessments.

The results of two years of working with our Literacy Coordinator will be quantitatively reflected in the 2014 SBA scores. Qualitative data reveals that students are receiving increased writing instruction aligned

with Common Core State Standards. All teachers of grades K-5 are implementing Lucy Calkins' Units of Study. This will be expanded to include teachers of grades 6-8 in the 2014-2015 academic year. It is common to see elementary students carry writing journals with them throughout the day. Groups and individuals add to their writing portfolios during lunch and recess times. Students traveling for family vacations are adamant about including their writing journals in their travel backpacks. Author celebrations, authentic publications, and cross-grade writing buddies create a school of authors who are growing weekly in traits defining strong writers (6+1 Traits of Writing).

5. Instructional Methods:

In order to provide opportunities for all children to achieve, we must ensure certain access. In the Haines Borough Elementary School, certain access is provided through our Response to Intervention (RtI) model that includes extended time, planning for 100% student engagement, and providing interventions/enrichment.

EXTENDED TIME – A basic tenet of the RtI model is: Targeted Instruction + Time = Learning (Buffum, Mattos, Weber, Pyramid Response to Intervention, 2009). To that end, we extend the school day and the school year to provide assistance. For example, some students arrive early in the mornings to receive 30 minutes of individual or small group reading assistance from the HBSD Reading Specialist/Title I Coordinator, or to complete Fast ForWord protocols. Some students are reluctant learners and we provide after-school mandatory homework help for grades 3-8. Kindergarten students participate in "Kindergarten Call-Back", a 45-minute after-school small group learning session to strengthen early literacy and mathematic skills. While all students are welcome to attend Summer School, specific students are officially and cordially invited to attend this 3-week integrated learning session.

100% ENGAGEMENT – Student engagement is a compelling factor for improving student achievement and extends beyond the charisma of the teacher. The 21st Century learner interacts naturally with technology on a daily basis. The 21st Century teacher understands how integrating technology throughout the curriculum will result in high levels of engagement. Examples of this in the Haines Elementary School include: Robotics League; SeaPerch/SeaGlide underwater robotics; History Day (in 2011-2012, a student with special needs won at the state level and attended the national competition); Exploratories (project-based elective activities); Annual Retreat (3-day camping retreat for community-building in grades 6-8); cross-grade reading and writing activities (reading buddies in grades K and 4; 8th grade children's book authors work with 2nd grade authors); integrated educational technology.

INTERVENTION & ENRICHMENT – When we in Haines Borough Elementary School commit ourselves to "doing the right work for the right reasons," we are committing to the belief that every child is able to achieve at high levels.

- When our writing assessments showed that we needed to focus on writing instruction, an elementary teacher organized a Boys' Writing Club.
- When a 6th grade math student demonstrated significant lack of progress, an individualized program at her instructional level was developed, and a trained professional delivered the instruction.
- When a kindergartener came to school reading at a 2nd grade level, teachers aligned their class schedules to allow for flexible grouping that accommodated the youngster's interaction with 2nd grade readers in their classroom.
- When 8th grade students demonstrate advanced proficiency in math, they attend the high school algebra 1 class.
- When young people learn the art of self-regulation, independence, and goal-setting (through behavioral interventions), they experience greater academic and social-emotional gains.

6. Professional Development:

The Haines Borough School District's commitment to an established and articulated Response to Intervention (RtI) model provides focus for every professional activity within our district. The professional

development plans over the past few years focus on 4 major goal areas: 1) Improve Student Achievement Levels in Reading, Writing, and Math Across All Groups and Subgroups (data sources: SBA, AIMS Web, Classroom-Based Assessments, Measurement of Academic Progress, Early Learning Assessment); 2) Develop/Revise K-12 Curriculum (data source: HBSD professional development evaluation, accreditation review); 3) Improve/Enhance Positive School Climate (data source: SCCS, annual schoolwide student and parent surveys); and, 4) Integrate Instructional Technology to Improve Student Learning (data sources: HBSD Technology Plan, HBSD Instructional Technology Survey).

Objectives to reach our 4 goals include: formative and summative achievement data analyses; RtI design and implementation; improvement in math and writing achievement; curriculum mapping; aligned, cohesive K-12 English/Language Arts curricula development; consistent classroom management strategy development; collaboration and team planning formalization to improve instruction; and, educational technology integration.

Action on our goals and objectives resulted in a myriad of activities:

- A team of teachers from elementary, middle school, and high school, along with the K-12 principal, participated in the Alaska Math Consortium Basic Institute over the course of the 2010-2011 academic year.
- We are participating in a series of workshops sponsored by the Northwest Evaluation Association to train us in data analysis as the cornerstone of our instructional decision-making. Stepping Stones to Using Data and Climbing the Data Ladder are 2 examples of this professional development that teaches us how to analyze, interpret, and apply assessment information gained from MAP.
- Fast ForWord training continues to be facilitated and organized through our Title I Coordinator's leadership. A team of FFW coaches attended the Scientific Learning Institute.
- Our teachers meet monthly in 2-hour Common Planning sessions to analyze data, discuss the implications of the data results, plan lessons, and research strategies for improved learning. This collegial approach is closely aligned with current research-based Best Practices. Outcomes include: literacy workshop implementation, math lessons that emphasize visual representation, and focused book studies.
- We worked with our behavior specialist to develop, implement, and monitor behavior plans for students in Tiers 2 and 3 of the PBIS Pyramid.
- Our work developing and implementing PBIS is led by the HBSD PBIS Leadership Team and is supported by an external coach.

7. School Leadership

In the Haines Borough Elementary School, shared leadership is provided through traditional administrative structures, as well as leadership teams.

HBSD Administrative Team (Superintendent, Principal, SpEd Director/Ass't Principal)

Excerpt from Northwest Assoc. of Accredited Schools Response Team Report 2009 – “The [HBSD] administrative team has authority, decision-making powers, and credibility with the staff to lead the school in achieving the strategic plan mission, beliefs, and expectations as currently drafted. Staff repeatedly voiced support and confidence in the administrative team as a whole. The three individual administrators provide ongoing leadership, support and encouragement to staff. They communicate a shared vision and strong sense of high expectations for students and staff alike. Differentiated, student-centered learning, and student success for ALL students is the central theme for this administrative team and they consistently motivate staff toward this vision.”

HBSD Guiding Coalition – Aiming for Excellence

The mission of the HBSD Guiding Coalition is to “implement a model of teaching and learning by creating systems within our school and district in which every teacher and every learner has the opportunity and support necessary for continual improvement.” This overarching leadership team addresses and monitors the

district's progress toward the HBSD Strategic Plan goals. Teacher leaders represent K-5, 6-8, high school math, high school English, and special education. Our Title I Coordinator, Literacy Coach, Special Education Director, and Principal also serve on this team.

Positive Behavior Intervention Support Leadership Team

The PBIS Leadership Team is representative of elementary, middle school, high school certified and classified staff, and administration. The HBSD Guidance Counselor serves as the District PBIS Coordinator. Team members develop the school-wide PBIS action plan, monitoring behavior data, maintain communication with staff and the external coach, evaluate and report progress. The team analyzes current data and problem-solves solutions to critical issues. Team members lead staff development activities that result in our HBSD PBIS structure including behavioral lesson plan development and expectation matrices. HBSD has been approached to serve as a model district for PBIS implementation by state leaders.

Child Study Teams

Certified and classified teachers regularly meet in grade level teams (K-2, 3-5, 6-8) to discuss specific interventions for students who are not making adequate progress. Academic and behavioral data are shared along with results from current interventions. The teams formulate plans that include clearly defined intervention strategies, timelines, and methods to monitor progress. Teams reconvene after a pre-determined length of time to assess the effectiveness of the applied interventions. Adjustments to the intervention plans are made and the process continues.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Alaska Standards-Based Assessment

All Students Tested/Grade: 3

Edition/Publication Year: 2013

Publisher:

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	82	95	94	100	88
% Advanced	35	33	50	38	25
Number of students tested	17	21	18	16	16
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	78	90	92	100	100
% Advanced	11	0	39	46	22
Number of students tested	9	10	13	11	9
2. Students receiving Special Education					
% Proficient plus % Advanced	0	100	83	100	100
% Advanced	0	0	17	50	0
Number of students tested	0	3	6	2	3
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or					

Alaska Native Students					
% Proficient plus % Advanced	50	100	50	100	100
% Advanced	0	0	0	25	0
Number of students tested	4	2	2	4	3
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	92	94	100	100	83
% Advanced	50	39	56	50	33
Number of students tested	12	18	16	10	12
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 4
Publisher:

Test: Alaska Standards-Based Assessment
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	95	82	100	79	94
% Advanced	45	47	44	32	35
Number of students tested	20	17	16	19	17
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	90	85	100	78	100
% Advanced	30	39	56	33	13
Number of students tested	10	13	9	9	8
2. Students receiving Special Education					
% Proficient plus % Advanced	100	60	100	67	50
% Advanced	33	20	50	33	0
Number of students tested	3	5	2	6	2
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced	100	50	100	20	100
% Advanced	0	0	0	0	0

Number of students tested	2	2	4	5	1
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	94	86	100	100	92
% Advanced	53	50	60	46	39
Number of students tested	17	14	10	13	13
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 5
Publisher:

Test: Alaska Standards-Based Assessment
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	81	79	77	95	70
% Advanced	48	26	18	45	40
Number of students tested	21	19	22	20	20
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	71	73	83	91	33
% Advanced	43	27	25	37	22
Number of students tested	14	11	12	11	9
2. Students receiving Special Education					
% Proficient plus % Advanced	60	67	83	100	0
% Advanced	40	33	33	0	0
Number of students tested	5	3	6	1	2
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced	50	80	60	100	71
% Advanced	0	0	0	0	29

Number of students tested	2	5	5	2	7
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	84	73	82	93	67
% Advanced	53	36	24	60	42
Number of students tested	19	11	17	15	12
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 6
Publisher:

Test: Alaska Standards-Based Assessment
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	83	88	88	76	55
% Advanced	28	33	63	38	35
Number of students tested	18	24	16	21	20
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	85	82	88	44	39
% Advanced	23	18	63	22	23
Number of students tested	13	11	8	9	13
2. Students receiving Special Education					
% Proficient plus % Advanced	67	88	0	0	17
% Advanced	0	38	0	0	0
Number of students tested	3	8	1	3	6
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced	100	60	100	71	0
% Advanced	0	0	100	29	0

Number of students tested	4	5	1	7	2
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	70	95	85	77	69
% Advanced	40	42	54	39	44
Number of students tested	10	19	13	13	16
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 7
Publisher:

Test: Alaska Standards-Based Assessment
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	91	78	86	75	78
% Advanced	32	61	41	35	39
Number of students tested	22	18	22	20	23
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	83	57	75	64	71
% Advanced	17	43	33	21	29
Number of students tested	12	7	12	14	7
2. Students receiving Special Education					
% Proficient plus % Advanced	67	0	33	60	50
% Advanced	0	0	0	20	25
Number of students tested	6	1	3	5	4
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced	75	100	86	60	80
% Advanced	25	100	29	20	40

Number of students tested	4	1	7	5	5
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	94	79	86	79	82
% Advanced	39	64	43	43	41
Number of students tested	18	14	14	14	17
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 8
Publisher:

Test: Alaska Standards-Based Assessment
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	95	80	70	91	77
% Advanced	40	40	22	55	31
Number of students tested	20	25	23	22	26
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	89	64	67	80	77
% Advanced	11	9	28	20	23
Number of students tested	9	11	18	5	13
2. Students receiving Special Education					
% Proficient plus % Advanced	100	33	33	0	60
% Advanced	0	1	1	0	0
Number of students tested	1	3	3	2	5
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced	50	88	75	100	83
% Advanced	50	25	1	67	17

Number of students tested	2	8	4	6	6
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	93	75	67	88	74
% Advanced	33	44	28	50	32
Number of students tested	15	16	18	16	19
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 3
Publisher:

Test: Alaska Standards-Based Assessment
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	94	100	83	100	88
% Advanced	53	53	56	50	25
Number of students tested	17	21	18	16	16
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	89	100	77	100	100
% Advanced	33	30	46	64	33
Number of students tested	9	10	13	11	9
2. Students receiving Special Education					
% Proficient plus % Advanced	0	100	50	100	100
% Advanced	0	0	17	50	0
Number of students tested	0	3	6	2	3
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced	75	100	0	100	100
% Advanced	0	0	0	25	0

Number of students tested	4	2	0	4	3
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	100	100	94	100	83
% Advanced	75	56	63	70	25
Number of students tested	12	18	16	10	12
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 4
Publisher:

Test: Alaska Standards-Based Assessment
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	96	82	94	68	100
% Advanced	39	47	50	16	35
Number of students tested	23	17	16	19	17
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	91	85	89	67	100
% Advanced	18	54	44	0	25
Number of students tested	11	13	9	9	8
2. Students receiving Special Education					
% Proficient plus % Advanced	67	40	100	33	100
% Advanced	0	20	50	17	0
Number of students tested	3	5	2	6	2
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced	100	0	75	40	100
% Advanced	0	0	25	0	0

Number of students tested	2	2	4	5	1
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	95	93	100	77	100
% Advanced	45	57	60	23	39
Number of students tested	20	14	10	13	13
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 5
Publisher:

Test: Alaska Standards-Based Assessment
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	95	95	91	100	80
% Advanced	43	32	5	35	35
Number of students tested	21	19	22	20	20
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	93	91	83	100	56
% Advanced	36	37	0	18	33
Number of students tested	14	11	12	11	9
2. Students receiving Special Education					
% Proficient plus % Advanced	80	100	83	100	50
% Advanced	0	0	0	0	50
Number of students tested	5	3	6	1	2
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced	50	80	80	100	86
% Advanced	0	0	0	0	14

Number of students tested	2	5	5	2	7
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	100	100	94	100	75
% Advanced	48	37	6	40	42
Number of students tested	19	11	17	15	12
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 6
Publisher:

Test: Alaska Standards-Based Assessment
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	94	79	100	95	80
% Advanced	44	25	50	43	40
Number of students tested	18	24	16	21	20
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	92	73	100	89	69
% Advanced	39	18	50	33	23
Number of students tested	13	11	8	9	13
2. Students receiving Special Education					
% Proficient plus % Advanced	67	63	100	67	33
% Advanced	33	25	0	33	0
Number of students tested	3	8	1	3	6
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced	100	60	100	100	100
% Advanced	0	0	0	14	0

Number of students tested	4	5	1	7	2
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	90	84	100	92	75
% Advanced	60	32	46	54	50
Number of students tested	10	19	13	13	16
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 7
Publisher:

Test: Alaska Standards-Based Assessment
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	86	100	96	90	96
% Advanced	36	67	55	30	52
Number of students tested	22	18	22	20	23
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	83	100	92	86	86
% Advanced	33	43	50	21	29
Number of students tested	12	7	12	14	7
2. Students receiving Special Education					
% Proficient plus % Advanced	67	100	67	60	75
% Advanced	17	0	33	0	50
Number of students tested	6	1	3	5	4
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced	75	100	100	100	100
% Advanced	0	100	29	20	80

Number of students tested	4	1	7	5	5
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	89	100	93	86	100
% Advanced	44	64	64	36	47
Number of students tested	18	14	14	14	17
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 8
Publisher:

Test: Alaska Standards-Based Assessment
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	100	96	91	96	89
% Advanced	55	52	48	55	39
Number of students tested	20	25	23	22	26
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	100	91	87	80	92
% Advanced	33	37	40	20	23
Number of students tested	9	11	15	5	13
2. Students receiving Special Education					
% Proficient plus % Advanced	100	100	67	50	100
% Advanced	0	33	0	1	0
Number of students tested	1	3	6	2	5
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced	100	88	100	100	83
% Advanced	0	38	50	100	17

Number of students tested	2	8	4	6	6
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	100	100	89	94	90
% Advanced	60	57	50	38	42
Number of students tested	15	16	18	16	19
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: